

| | | |
|--|------------------------|-----------|
| | Middle Years Programme | Form F3.1 |
| Moderation coversheet: Subjects | | |

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School: VICTORIA SHANGHAI ACADEMY

School code: 002634

Student's name/number: Jasmine Tuan

Subject: MATHS
(Extended)

The student's work is (please mark box):

☐

comparatively good

☐

average

☒

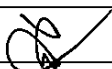
comparatively weak

| Nature and title of assessment task | | Criteria | | | | | |
|---------------------------------------|-----------|----------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1. Summative Assessment (broad-based) | Teacher | 3 | | 4 | | | |
| | Moderator | | | | | | |
| | Moderator | | | | | | |
| 2. Transformation | Teacher | | | 3 | | | |
| | Moderator | | | | | | |
| 3. Vectors and Matrices | Teacher | | 3 | | 2 | | |
| | Moderator | | | | | | |
| 4. AP, GP, exponential, logarithms | Teacher | 2 | | | 2 | | |
| | Moderator | | | | | | |
| 5. Probability and Sequences | Teacher | | 1 | | | | |
| | Moderator | | | | | | |

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Echo Li

Signature of teacher: _____



Date: June 3, 2013

Names of teachers involved in internal standardization for this subject:

Echo Li, Kenneth So, William Wong

Teacher's comments:

| Task | Criterion | Remarks |
|------------------------------------|-----------|--|
| Summative Assessment (broad-based) | A | <p>Jasmine should know how to do 1 and 3 but appears to have made very careless calculating mistakes. Questions 2 and 4-6 are right. 7 is wrong, which shows that some of her concepts in coordinate geometry are not too clear. On the other hand, it seems that she has no idea about question 8 which is about probability. She can do question 9(a) but shows her poor foundation in the basic concept of trigonometry in 9(b). Question 10 shows that she is very weak in bearings. She has almost given up on questions 11-13.</p> <p>Jasmine achieved level 3 but not level 4 in Criterion A because she can only solve some simple and some complex problems. This shows that she can generally make appropriate deductions when solving simple problems--albeit with some careless calculating mistakes--and she made appropriate deductions on some more complex problems justifying her placement in the 3-4 band, but not enough to justify the "generally" required for a level 4. Parts C & D showed very few appropriate deductions on challenging or unfamiliar questions.</p> |
| | C | <p>Jasmine achieved a level 4 in Criterion C. She can explain most problems in Part A and B step by step and her lines of reasoning are clear though not always logical (e.g. Q7). However, she cannot answer too many questions from Parts C & D (Q11-13) in which she is supposed to show more reasoning and different forms of representation; therefore, she cannot reach level 5 or 6.</p> |

| | | |
|---------------------------------|---|--|
| Transformation | C | Jasmine achieved level 3 in Criterion C. She can generally use correct terminology in her answers. She can write the lines of reasoning clearly but they are not always logical, complete or accurate (e.g. Q 7, 14); therefore, she cannot get a level 4. This shows that she cannot always move effectively between different forms of representation. |
| Vectors and Matrices | B | <p>Jasmine is able to answer Part 1 (a) to (c), (g) to (i), (k) to (m) and (n) though there are some minor mistakes in (n). In Part 2, she can answer (a) (i) and (ii), (c) (i) and part of (d). She did not show any attempt on Part 2 (c) (iii) and (iv).</p> <p>Jasmine achieved level 3 in Criterion B. She can select and apply appropriate mathematical techniques in order to recognize a simple pattern (for example in 1(d) she recognizes Xavi's pattern is correct and creates an additional example to test it, she tried to suggest this as a general rule in 1(n) saying "The form of the answer of (k)(l)(m) are still follow the rules of a and d +1 ((a b)(c d)) so if it's L^n as long as the number in the matrix of a and d +1 than the answer will also be in the form ((n+1 n)(n n+1)).". She cannot get a 4 because she failed to really write her own general rule as a clear mathematical equation. In Part 1(d) to (f) she uses an example instead of investigating the general case as well.</p> |
| | D | Jasmine achieved level 2 in Criterion D. She can answer question (a), (c) (i) and part of (d); she shows some basic use of mathematical representation. She cannot get a 3 or above because she is not able to comment on how her findings make sense in the context of problem. |
| AP, GP, exponential, logarithms | A | <p>Jasmine is not able to answer most of the questions successfully. For question 2, 3 and part of question 7, she used correct formula to find the answers but she was still using the wrong model.</p> <p>Jasmine achieved level 2 in Criterion A because she shows that she can generally make some appropriate deductions when solving simple problems though her model was wrong (e.g. Q2-3). She cannot get a 3 or above because she cannot solve more complex problems (e.g. Q6).</p> |

| | | |
|---------------------------|---|---|
| | D | Jasmine achieved level 2 in Criterion D. She has attempted to explain whether her results make sense in the context of the problem and has attempted to justify the degree of accuracy by finding the percentage errors. She cannot get a 3 or above because her explanation and calculation are not correct. |
| Probability and Sequences | B | Jasmine achieved a level 1 because while she tried to apply some mathematical problem-solving techniques to reveal a pattern, she failed to work the problems correctly and the closest she came to a pattern was "the longer point the game last for the lower possibilities that I will win in the final 2 points." In question 6, she writes $a/N=b/N$ which is an equation in a, b, and N, but does not fit the data which she has generated (in question 3, for instance, a/N is calculated as $\frac{2}{3}$ so by this reasoning b/N would be $\frac{2}{3}$ and the total probability would be $\frac{4}{3}$ which doesn't make sense). |